

Desired Results

Standard

LAFS.4.RL.1.3: Describe in depth character, setting, or event in a story or drama, drawing on specific details in text (e.g. a character's thoughts, words or actions).

Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Cognitive Complexity: Level 2, Basic Application of Skills & Concepts

Related Standard(s)

LAFS.4.RI.1.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

LAFS.4.RI.1.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

LAFS.4.RI.2.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic of subject area.

LAFS.4.RF.4.4: Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Unpack Standard Concepts, Students will know . . .

- Character
- Setting
- Event
- Story
- Drama
- Text

Unpack Standards Skills, Students will be able to . . .

- Describe in depth
- Draw on specific details

Prerequisite Knowledge and Skills Within Standard

- Questioning
- Story Elements
- Sequence of Events
- Major and Minor Events
- Key Details vs. Details
- Character Traits

Instructional Implications of the Standard

Retrieval:

- Identify the character(s) in a story or drama.
- Determine the setting(s) in a story or drama.
- Describe characters' thoughts, words, or actions that are explicitly stated in the text.
- Describe the events in a story.
- Select details from a story or drama that are specific to the characters, settings, or events.

Comprehension:

- Describe in depth a character, setting, or event in a story or drama.
- Explain which details from the story or drama specifically define the character's thoughts, words, or actions.
- Explain which details from the story or drama specifically describe the setting or events.

Analysis:

- Distinguish relevant and irrelevant details in a story or drama that directly and indirectly support characters, settings, or events.

Learning Goal:

I can draw on specific details in a text to make an in depth description of a character, setting, or event in a story or drama.

IEP Goal:

I can draw on specific details in a text to make an in depth description of a character, setting, or event in a story or drama with 75% accuracy by the end of the second quarter.

Essential Question(s):

- What details in a text deserve my attention when making in depth descriptions of characters?
- How does the author provide details in the text to help me make in depth descriptions of the setting?
- What clues can I find within the text that gives me a more in depth description of an event?

Assessment Evidence

Determine acceptable evidence

Performance Tasks:

- Authentic opportunities to answer questions related to details in a text that are relevant to explaining what the text says explicitly.
- Occasions to identify specific causes and effects related to events, procedures, ideas, or concepts in information texts.
- Interactions allowing students to identify the relationships or interactions between individuals and specific events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- Define unknown general academic or domain-specific word by using common roots/affixes.

Other evidence:

How will we know if and when they've learned?

4	In addition to score 3.0 performance, the student demonstrates applications that go beyond what was taught. Applies in depth understanding of character, setting or event by drawing on specific details in text relating to real life.
3	I can: <ul style="list-style-type: none">• Describe (e.g., show, decides) in depth a character through their thoughts, words, or actions drawing on specific details in text.• Describe in depth a setting drawing on specific details from the text as my evidence.• Describe in depth an event drawing on specific details from the text as my evidence.
2	I can: <ul style="list-style-type: none">• Describe (e.g., write, matches) characters' thoughts, words, or actions that are explicitly stated in the text.• Use a plot diagram to identify (e.g., show, tell, name) the events in a story.• Select (e.g., recall, name, label, illustrates) details from a story or drama that are specific to the characters, settings, or events.
1	With prompting and/or support, I am unable to complete 2.0 tasks. But, I can: <ul style="list-style-type: none">• Identify (e.g., show, tell, name, restates) the character(s) in a story or drama in text.• Determine (e.g., show, describe) the setting(s) in a story or drama in text.• Label (e.g., tell, list, recall) event in text.

Test Item Specs

<http://www.fldoe.org/core/fileparse.php/5423/urlt/FL-Item-Spec-ELA-3-5-WT-r2g.pdf>